

BEHAVIOUR & DISCIPLINE POLICY

This policy has been approved for operation within:	Eternal Light Secondary School
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Approved by	FP

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1. Aims

All pupils have the right to learn without the concern of it being disrupted by others. All pupils have the right to travel to and from school, and to have their time at school, free of physical or emotional harm.

To achieve this, the school needs to have a clear set out policy regarding discipline, which is understood by all those who are involved in and with the school. The purpose of this policy is to set out a clear, understandable discipline structure within which children and adults work in school. We base our policy on the principle of respect - for all adults and children in school, and on respect for property. We aim to encourage parents and carers to be involved in helping the school ensure good behaviour by all pupils.

We wish to promote an atmosphere about school, which is conducive to effective teaching and learning. We would want everybody in school to be:

- Calm
- Caring
- Considerate

This policy aims to:

- Create a positive culture that promotes excellent behaviour and does not normalise poor behaviour
- Define what we consider to be unacceptable behaviour, including bullying, child-on-child abuse and discrimination
- Outline how pupils are expected to behave, both in school and when representing the school
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour
- Outline our system of rewards and sanctions
- Provide a framework for responding to behaviour incidents

2. Legal Framework

This policy is based on legislation and guidance from the Department for Education (DfE), including:

- Section 89 of the Education and Inspections Act 2006, which requires schools to have a behaviour policy
- The Equality Act 2010
- The Education Act 2011
- Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE, 2013)
- Keeping Children Safe in Education (September 2025)
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024)
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE, 2023)
- The Special Educational Needs and Disability (SEND) Code of Practice (2015)

This policy complies with our funding agreement and articles of association.

3. Roles and Responsibilities

3.1 The Governing Body

The governing body is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring the policy does not discriminate on any grounds, including protected characteristics
- Monitoring the effectiveness of the policy through regular reports from the Headteacher
- Ensuring that the school environment encourages positive behaviour
- Reviewing the use of exclusions and ensuring procedures are followed correctly

3.2 The Headteacher

The Headteacher is responsible for:

- Implementing this policy consistently throughout the school
- Ensuring that staff, pupils and parents understand the policy
- Providing staff with appropriate training and support
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly
- Making decisions about serious incidents, including suspensions and exclusions
- Ensuring that the school fulfils its legal duties under the Equality Act 2010 in respect of pupils with SEND

3.3 All Staff

All staff are responsible for:

- Creating a calm, safe and supportive environment for pupils
- Implementing the behaviour policy consistently and fairly
- Modelling positive behaviour and building relationships rooted in mutual respect
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly and accurately
- Challenging inappropriate behaviour and reporting serious incidents to senior staff
- Being aware of signs of bullying, child-on-child abuse and taking appropriate action

3.4 Parents and Carers

Parents and carers are expected to:

- Support their child in adhering to the school rules and expectations
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Work in partnership with the school to address any behavioural concerns
- Attend meetings with school staff when requested

3.5 Pupils

Pupils are expected to:

- Follow the school rules and expectations at all times
- Treat staff, other pupils and the school environment with respect
- Report any incidents of bullying or inappropriate behaviour
- Accept responsibility for their behaviour and any consequences

4. School Expectations and Guidelines

4.1 Expectations

We recognise that most children, most of the time are well behaved and work hard. We believe that good discipline is the responsibility of all who are involved in the school. We aim to bring in positive changes through the rules that we use. In order to do this, we expect that pupils will need to be *taught* what these codes of conduct mean, and about the behaviour that is associated with them. Once taught, then it will need to be *rehearsed*, allowing the children to assimilate the good practice. This process will happen quicker and in a much more relaxed fashion if the children are repeatedly *encouraged*.

All informal contact contributes to good behaviour. To control that behaviour, we need to take the initiative at every opportunity. Staff can do this by:

- Being punctual to greet pupils throughout the day
- Setting high standards ourselves
- Escorting classes around school in orderly lines
- Enjoying relating to pupils
- Dealing with all misbehaviour - *to ignore it is to condone it!*
- Teaching strategies for managing peer disputes
- Building positive relationships with pupils based on mutual respect

To ensure that we can achieve these standards the school should adapt its practices and systems to ensure they don't stand in the way.

4.2 Relationships Between Pupils and Staff

Relationships between pupils and staff should show kindness, courtesy, empathy and respect, reflecting a positive culture. Staff should:

- Speak calmly and respectfully to pupils at all times
- Listen to pupils' concerns and take them seriously
- Use restorative approaches where appropriate to help pupils understand the impact of their behaviour
- Avoid confrontation and use de-escalation techniques
- Use humour appropriately, without sarcasm

4.3 Problems

Problems will always occur however effective the behaviour policy proves to be. Problems are caused by children who forget rules, by children who deliberately flout the rules, or by those who are learning and testing the boundaries of acceptable behaviour. In order to be effective, we will have to tackle each of these

deviations, but our reaction may depend on the reason the problem has occurred.

Dealing with Problems:

- Avoid confrontation
- Listen
- Establish the facts
- Judge only when certain
- Use punishment sparingly – in very small steps
- Try to build redemption into any punishment – don't back the child into a corner
- Use wit and humour without sarcasm
- Consider the individual needs and circumstances of the pupil

5. Rewards and Positive Reinforcement

In order to encourage good behaviour, and to promote self-esteem within pupils, we have a good system of rewards and praise. We have introduced the Whole School League table and class league tables to encourage excellent behaviour and attitudes in and around the school.

5.1 Verbal Praise

- Smile, wink, thumbs up etc.
- Praise - public or personal
- Positive phone calls or messages home
- Humour

5.2 Merits System

The school operates a **Merits System** to recognise and promote positive behaviour, strong attitudes to learning, respect for others, and commitment to academic and personal development. Merits may be awarded by staff to pupils who consistently demonstrate these values. The system is designed to motivate all pupils, encourage sustained effort, and reinforce the school's expectations for conduct and achievement.

Each Merit is divided into two components:

- One component, with a nominal value of 10p, may be redeemed in the school tuck shop.
- The second component is retained by the form teacher and entered into a half-termly prize draw.

At the end of each half-term or term, the pupil who has accumulated the highest number of merits in each class, will be selected to receive a reward experience. That pupil will then select one additional pupil by random draw from the prize pot to accompany them.

This structure ensures that the rewards system is inclusive and motivational, promoting ongoing engagement for all pupils regardless of the number of merits accumulated. It supports a culture of fairness and encourages pupils to continue striving for positive behaviour and achievement.

Merits may be awarded across all lessons and school activities for, but not limited to, the following:

- Good or excellent classwork
- Good or excellent homework
- Consistently good or excellent behaviour
- Exemplary aadaab
- Demonstrating consideration and respect for others
- Khidmat (selfless service to the school community)
- Good or excellent performance in the Performing Arts (Anjuman, Jummuah, Jalsas etc.)
- Demonstration of positive academic, behavioural, or extracurricular achievement
- Productive mutala (independent study/homework) sessions

The Merits System supports the school's wider behaviour and rewards framework and contributes to the promotion of pupils' spiritual, moral, social and cultural development in line with ISI expectations.

5.3 Other Rewards

- Certificates and awards in assemblies
- Positive messages to parents via the planner/MCAS/WA Msg
- Positions of responsibility
- End of term treats and celebrations

6. Positive Learning Strategy - Consequences

The school operates a Positive Strategy that rewards success and applies consequences when pupils fail to meet expectations.

6.1 Stepped Approach to Consequences

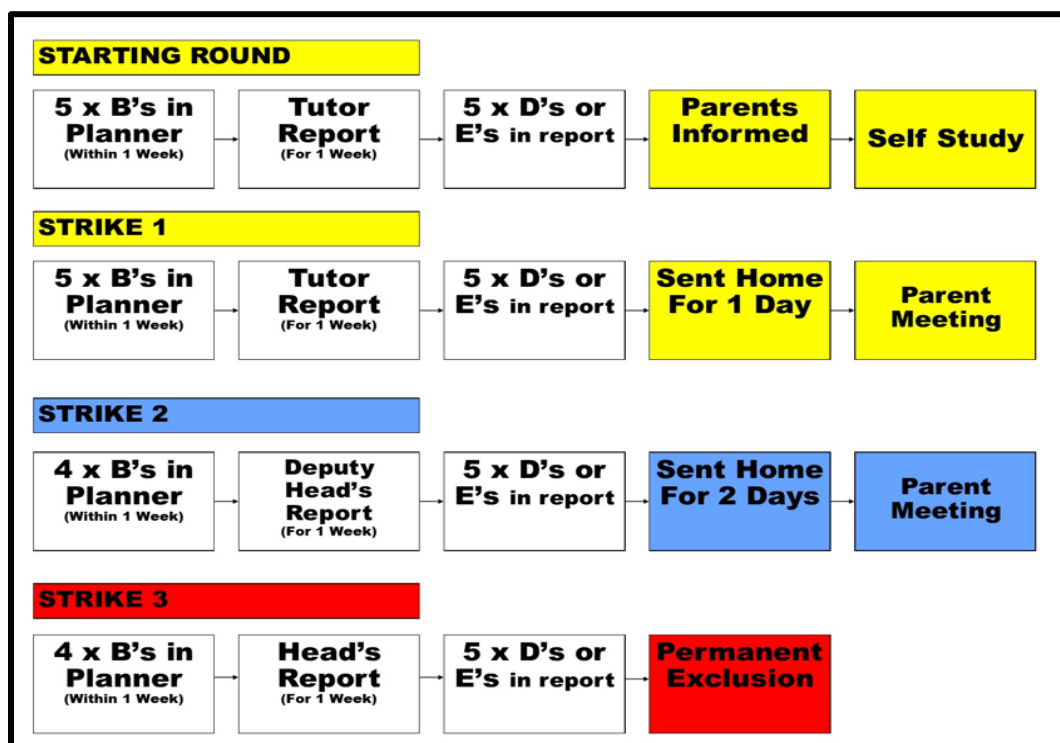
When a pupil breaches a school rule, they will initially be given a verbal warning and reminded of the expectation to behave appropriately. If the same pupil breaks the rule a second time, their planner will be confiscated as a formal warning. Should the pupil breach a rule again within the same lesson, a 'B' will be recorded in the pupil's planner.

If a pupil accumulates five or more 'B' entries within one week, they will be placed on Tutor Report for a period of five school days. During this time, the pupil's conduct and engagement will be closely monitored. If the pupil fails the Tutor Report by receiving three or more D or E grades, or if the report demonstrates significant concerns (for example, a high number of C grades), the pupil will be placed in isolation for one full school day, and the report will be marked as a fail. He will now be one the next line of the **Behaviour Management: Stepped Consequence Pathway** chart as shown below. Full details of isolation procedures are outlined in section 6.2.

The stepped consequence system operates as outlined above and progresses through defined stages depending on repeated behaviour concerns.

In cases of a serious breach of behaviour, the school reserves the right to bypass one or more stages of the system and move directly to Strike 1 or beyond. Such decisions will be made at the discretion of the Headteacher, taking into account the severity and circumstances of the incident.

The system operates as shown on this **Behaviour Management: Stepped Consequence Pathway** as follows:



6.2 Isolation Procedures

When a pupil is placed in isolation:

- They will be supervised by a member of staff
- They will complete work set by their teachers
- They will have comfort breaks and eat separately from other pupils
- Their welfare will be monitored throughout the day
- Parents will be informed in advance

- A reintegration meeting will be held before the pupil returns to normal lessons
- The isolation will be recorded and monitored as part of our behaviour data analysis

Isolation will only be used:

- For a limited period
- As part of a planned approach to managing behaviour
- When other strategies have been unsuccessful
- With appropriate safeguards in place

6.3 Detention

The school may issue detentions during break times, lunchtimes, or after school as a consequence of breaches of the school's behaviour expectations. Detentions form part of the school's Stepped Approach to Consequences and are applied in a fair, consistent, and proportionate manner.

For after-school detentions, parents will be informed in advance via direct contact from the school office.

Where appropriate, parents may request that an after-school detention be deferred to the following school day in order to accommodate reasonable logistical or safeguarding considerations.

Detentions may be issued for, but are not limited to, the following:

- Repeated low-level disruption to learning
- Failure to complete homework or classwork to an acceptable standard
- Persistent lack of required equipment or inadequate preparation for learning
- Breach of school rules or behaviour expectations
- Late arrival to school in the morning
- Late arrival to a lesson
- Missing part or all of a lesson without permission
- Failure to wear the correct school uniform
- Failure to bring required learning equipment to school
- Bringing into school any unauthorised item, as defined by the school
- Leaving the classroom or designated learning area without permission
- Wandering the corridors during lesson time

Detentions are issued in accordance with the school's Behaviour Policy and are intended to be educational, corrective, and proportionate. They support pupils in reflecting on their behaviour and in making the necessary improvements to meet the school's expected standards.

Where behaviour concerns persist, detentions may contribute to a pupil progressing through the school's Stepped Consequences System, including placement on report or escalation to further sanctions, as outlined in section 6.1.

7. Preparation and Presentation

The school will contact parents of students who fail to adhere to the expectations of Eternal Light School (as per agreement) or fail to attend school prepared for learning as well as being presented in an acceptable manner. For example, a child who does not have stationery, completed homework, planner or the correct uniform will have a note made in the planner and parents will subsequently be contacted and informed of the situation and will be requested to bring into school the missing items.

If these issues persist, sanctions will be placed in order to help provide a timely reminder to adhere to the minimum standard required by the school. These sanctions may be in the way of (but not exclusive to) after school detention.

The school encourages students to adopt the Sunnah method of dress and appearance which is reflected in the school uniform. There are many Ahaadeeth which stipulate that the Prophet Muhammad (pbuh) wore white clothes. Students must also ensure hairstyles are also according to Sunnah otherwise parents will be required to rectify any non-compliant hairstyle.

8. Serious Incidents

Sometimes a child may behave in a way in which the above steps may not be the correct way to deal with these incidents. In this situation, a Round Robin by the staff will be completed to generate a fair and balanced view of the pupil across the school at all times.

These incidents can be any one of the following:

- Bullying (including cyberbullying and prejudice-based bullying)
- Defying / Disrespecting the Ustaads (Teachers)
- Physical assaults or violence
- Vandalism
- Damage to school property
- Theft
- Insolence
- Repeated disobedience
- Truancy
- Unauthorised absence
- Aggressive behaviour towards another member of staff or other pupil
- Child-on-child abuse (including sexual harassment or violence)
- Engaging in activities which create fitnah, discord, strife in the school community or the wider Muslim community
- Discriminatory behaviour
- Possession of prohibited items
- Bringing the school into disrepute (including online)
- Poor behaviour during a school trip or outing (maybe excluded from future trips)

The Headteacher and / or Acting Headteacher will decide what action will be taken. This may be any one of the following:

- Pupils made to sit outside the class and work on their own (with appropriate supervision)
- Detention (during breaks or after school)
- Tutor / Headteacher report
- Phone call home
- Call parents in for a meeting
- Final warning issued
- Suspension
- Permanent exclusion
- Referral to external agencies (police, social services) where appropriate

In extreme circumstances where a serious incident occurs, the Headteacher should be sent for immediately. In such isolated cases, the above procedure may not always be appropriate to follow and may lead to an immediate suspension or exclusion.

Notes will be taken at all meetings and of all incidents, and a copy placed on the child's file in the office and in the school's incident file.

9. Lunchtimes and Breaktimes

9.1 Good Behaviour Is:

- Speaking quietly and politely to each other
- Playing only in places where you are allowed to go
- Going outside with no fuss
- Using the correct door
- Respecting others and their space
- Following instructions from lunchtime supervisors

9.2 Dealing with Issues

Where difficulties occur, the matter will be reported to the supervisor who will take the necessary action. This may include 'time out', keeping the child with an adult, or loss of privileges. More serious or persistent transgressions will be reported to the class teacher at the end of lunchtime, for further action. The class teacher will keep lunchtime staff informed of the outcome of this. The Headteacher is available at lunchtime to deal with any issue which is serious and cannot wait for the class teacher. If transgressions become persistent, pupils will be required to stay indoors with a teacher supervising them.

Behaviour which might warrant reporting to class teacher:

- Persistent disobedience
- Fighting or bullying

- Use of foul or abusive language
- Rough play that could cause injury
- Leaving designated areas without permission

More serious behaviour would be dealt with in accordance with our behaviour policy. When dealing with problems we must stay calm.

If things go wrong:

- Draw the child to one side
- Speak quietly but firmly, separating the child from the behaviour (e.g., "I didn't expect this sort of behaviour from you...")
- Tell the child what you have found unacceptable
- Tell the child that if these actions are repeated, their teacher will be informed
- If the problems re-occur, remind the child why you are reporting them. Keep your voice low and keep calm

If the system is followed fairly and consistently, it is hoped that the break times will be trouble free. Remember that praise is far more powerful than censure.

10. Child-on-Child Abuse

10.1 Definition and Context

Child-on-child abuse is any form of physical, sexual, emotional or financial abuse, and coercive control exercised between children. This can include (but is not limited to):

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Causing someone to engage in sexual activity without consent
- Initiation/hazing type violence and rituals

We recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and simply not being reported. We therefore adopt a whole school approach to child-on-child abuse which:

- Creates a culture in which such abuse is not tolerated
- Ensures all staff are trained to recognise the signs
- Provides a clear reporting mechanism for pupils
- Takes all reports seriously and investigates thoroughly
- Supports both the victim and the perpetrator appropriately

10.2 Prevention

We will minimise the risk of child-on-child abuse by:

- Providing a curriculum that helps pupils understand healthy relationships, acceptable behaviour and how to report concerns
- Teaching pupils about consent, personal boundaries and bodily autonomy
- Creating an environment where pupils feel safe to report concerns
- Ensuring staff are trained to recognise signs of child-on-child abuse
- Challenging inappropriate behaviour and language
- Ensuring appropriate supervision of pupils
- Having clear systems for pupils to report concerns confidentially

10.3 Response to Incidents

When an allegation of child-on-child abuse is made:

- The safety and wellbeing of all pupils involved will be the priority
- The incident will be taken seriously and investigated thoroughly
- Both the victim and the alleged perpetrator will be supported appropriately
- Parents of all pupils involved will be informed (unless this would put a child at risk)
- The Designated Safeguarding Lead will be informed immediately

- A risk assessment will be completed
- Appropriate sanctions will be applied in line with this policy
- External agencies (police, social services) will be involved where appropriate
- The incident will be recorded in detail

We recognise that a child who is abusing another child may themselves be a victim of abuse or have additional vulnerabilities. Our response will be proportionate and will consider the needs of all pupils involved.

10.4 Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap.

We will:

- Make clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"
- Challenge physical behaviours (potentially criminal in nature), such as grabbing bottoms, chest and genitalia, pulling down trousers
- Understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language

All staff will receive training on how to respond to reports of sexual violence and sexual harassment. When a report is made:

- The victim will be reassured that they are being taken seriously and that they will be supported and kept safe
- The victim will never be given the impression that they are creating a problem by reporting abuse or made to feel ashamed
- A risk assessment will be completed to protect all children involved
- The Designated Safeguarding Lead will be informed immediately
- Parents will be informed (unless this would put the child at greater risk)
- The police will be informed where appropriate (particularly for rape, assault by penetration or sexual assault)

11. Bullying (including Cyberbullying and Prejudice-Based Bullying)

11.1 Definition

Bullying is behaviour that is:

- Repeated over time
- Intentionally hurtful
- Involves an imbalance of power, leaving the victim feeling helpless

Bullying can take many forms, including:

- Physical: hitting, kicking, taking or damaging belongings
- Verbal: name-calling, insults, threats, offensive remarks
- Indirect: spreading rumours, excluding someone from social groups, damaging someone's reputation
- Cyberbullying: bullying via electronic means (social media, messaging apps, gaming platforms, emails)

11.2 Prejudice-Based and Discriminatory Bullying

We recognise that bullying is often motivated by prejudice against particular groups. This includes bullying related to:

- Race, religion or belief
- Special educational needs or disability (SEND)
- Sexual orientation or gender identity
- Appearance or health conditions
- Home circumstances (e.g., young carers, looked after children, adopted children)
- Any other perceived difference

We will not tolerate any form of prejudice-based or discriminatory bullying and will take swift action to address it.

11.3 Cyberbullying

Cyberbullying is bullying that takes place online or through electronic devices. This can include:

- Sending threatening, abusive or insulting messages
- Posting embarrassing or hurtful content on social media
- Excluding someone from online groups or activities
- Creating fake profiles to impersonate or humiliate someone (including staff members)
- Sharing private information or images without consent
- Encouraging others to engage in harmful behaviour online

We recognise that cyberbullying can have a significant impact on pupils' wellbeing and can continue outside school hours. We will:

- Educate pupils about staying safe online and responsible use of technology
- Make clear that cyberbullying is unacceptable, even if it occurs outside school
- Support victims of cyberbullying and take appropriate action against perpetrators
- Work with parents and, where appropriate, external agencies (police, social media companies) to address cyberbullying
- Preserve evidence of cyberbullying (screenshots, messages) for investigation

11.4 Prevention

We will prevent bullying by:

- Creating a culture of respect and inclusion
- Teaching pupils about bullying through the curriculum (including PSHE, assemblies, form time)
- Ensuring staff model positive behaviour and challenge inappropriate language or behaviour
- Providing clear systems for pupils to report bullying
- Ensuring appropriate supervision of pupils
- Monitoring vulnerable pupils and those at greater risk of bullying
- Working with parents to reinforce anti-bullying messages

11.5 Response to Bullying

When bullying is reported or suspected:

- The report will be taken seriously and investigated promptly
- The victim will be supported and reassured
- The perpetrator will be spoken to and appropriate sanctions applied
- Parents of all pupils involved will be informed
- The incident will be recorded
- Follow-up meetings will be held to ensure the bullying has stopped
- Support will be provided to both the victim and perpetrator as appropriate

Sanctions for bullying may include:

- Restorative conversations
- Loss of privileges
- Detention
- Report card
- Internal isolation
- Suspension
- In extreme cases, permanent exclusion

We will also consider whether the bullying indicates that the perpetrator may benefit from additional support or intervention.

11.6 Supporting Pupils

We will support pupils who have been bullied by:

- Reassuring them that the bullying is not their fault
- Listening to their concerns and taking them seriously
- Helping them develop strategies to respond to bullying
- Monitoring their wellbeing
- Providing access to pastoral support or counselling if needed
- Involving parents in supporting their child

We will support pupils who have bullied others by:

- Helping them understand the impact of their behaviour
- Addressing any underlying issues that may have contributed to the bullying
- Teaching them alternative, positive behaviours
- Monitoring their behaviour
- Involving parents in addressing the behaviour
- Providing access to support or intervention programmes if needed

12. Mobile Phones and Technology

12.1 Mobile Phone Policy

We recognise that many pupils have access to mobile phones and other electronic devices, and that these can be used inappropriately to bully, harass or share harmful content.

The school's policy on mobile phones is as follows:

- Pupils are not permitted to use mobile phones during the school day (including break and lunch times)
- Mobile phones must be handed in to the office for safekeeping at the start of the school day and collected before leaving home
- If a pupil needs to contact home, they should ask permission to use the school phone
- If a pupil is found in possession of a mobile phone:
 - it will be confiscated for a duration of three months
 - pupil will be required to unlock the device so the device can be searched for images/videos of pupils, staff, any areas inside of the classroom. Refusal to do so can result in immediate exclusion.
- The school is not responsible for lost, stolen or damaged mobile phones

12.2 Online Behaviour

Pupils are expected to behave responsibly and respectfully online, both in school and outside of school, where their actions may impact the school community.

This includes, but is not limited to, the following expectations:

- Not using technology to bully, harass, threaten, or intimidate others
- Not creating, accessing, sharing, or distributing inappropriate, harmful, or illegal content
- Not sharing images, videos, or recordings of others without their knowledge and consent
- Respecting the privacy, dignity, and personal information of others
- Reporting any concerns about online behaviour or online safety to a trusted adult
- Using technology in accordance with the school's Acceptable Use Policy

These expectations apply equally to interactions involving other pupils, staff members, and members of the wider school community.

Breaches of online behaviour expectations will be addressed in line with the school's Behaviour Policy and Stepped Consequences System, and may result in disciplinary action, even where the behaviour occurs outside of school, if it impacts the welfare of pupils, staff, or the reputation of the school.

We will educate pupils about staying safe online through:

- PSHE lessons
- Computing lessons
- Assemblies
- Visiting speakers
- Information for parents

We will respond to incidents of inappropriate online behaviour in line with this behaviour policy and our child protection and safeguarding policy.

12.3 Searching and Confiscation

In line with statutory guidance, authorised members of staff have the legal power to search pupils and confiscate items, including mobile phones, where there are reasonable grounds to believe that a pupil is in possession of a prohibited item or an item that has been, or may be, used to commit an offence, cause personal injury, or damage property.

Prohibited items include, but are not limited to:

- Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco products and cigarette papers
- Vape devices and related paraphernalia
- Fireworks
- Pornographic images
- Any article that has been, or is likely to be, used to commit an offence, cause personal injury, or damage to property

Any item that is unauthorised under the school's rules may also be confiscated where appropriate.

All searches and confiscations will be carried out lawfully, proportionately, and respectfully, in accordance with DfE guidance, with due regard to pupils' dignity, safeguarding, and welfare. Records will be kept where required, and parents will be informed where appropriate.

Confiscated items will be retained, disposed of, or returned in line with statutory guidance and the school's Behaviour and Safeguarding Policies.

13. Use of Reasonable Force and Restrictive Physical Intervention

13.1 Legal Framework

All members of school staff have a legal power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The school does not have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

However, physical contact with pupils should always be avoided where possible, and force should only be used as a last resort.

13.2 When Reasonable Force May Be Used

Reasonable force may be used to:

- Remove a disruptive pupil from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing them to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight
- Restrain a pupil at risk of harming themselves through physical outbursts

13.3 What Is Reasonable Force?

The term 'reasonable force' covers a broad range of actions. It will depend on the circumstances, the age and understanding of the pupil, and the nature of the behaviour.

Reasonable force might involve:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding or leading a pupil by the hand, arm or shoulder
- In more extreme circumstances, using appropriate restrictive holds

Staff will always use the minimum force necessary and for the minimum time needed.

13.4 What Is Not Permitted

Corporal punishment is not condoned at Eternal Light and is strictly prohibited under all circumstances.

Staff must not:

- Use force as a punishment – corporal punishment is illegal and will never be tolerated at our school. It is always unlawful to use force as a punishment
- Use any techniques that restrict breathing or blood flow
- Use the following techniques which have been identified as presenting an unacceptable risk:
 - The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
 - The 'double basket-hold' which involves holding a person's arms across their chest
 - The 'nose distraction technique' which involves a sharp upward jab under the nose

13.5 Recording and Reporting

All incidents where reasonable force or restrictive physical intervention is used must be:

- Recorded in detail, including the circumstances leading to the use of force, the type of force used, the duration, and the outcome
- Reported to the Headteacher
- Reported to parents as soon as possible
- Reviewed to identify any lessons learned and to minimise the need for future use of force

The school will analyse incidents of restrictive physical intervention carefully to:

- Identify any patterns or triggers
- Consider whether additional support or intervention is needed for particular pupils
- Review and improve our behaviour management strategies
- Ensure staff have appropriate training and support

13.6 Staff Training

The Headteacher will consider whether members of staff require any additional training to enable them to carry out their responsibilities, taking into account the needs of the pupils.

Staff who are likely to need to use restrictive physical intervention will receive appropriate training in:

- De-escalation techniques
- Positive behaviour management strategies
- Safe use of physical intervention
- Recording and reporting procedures

13.7 Pupils with SEND

We recognise that pupils with SEND may be more likely to require physical intervention. We will:

- Include strategies for managing behaviour in pupils' individual education plans or behaviour support plans
- Ensure staff working with these pupils have appropriate training
- Work with parents and external agencies to develop appropriate strategies
- Make reasonable adjustments to our approach as required under the Equality Act 2010
- Regularly review and update behaviour support plans

14. Suspension and Exclusion

14.1 Legal Framework

Only the Headteacher (or acting Headteacher) has the power to suspend or permanently exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, up to a maximum of 45 school days in a single academic year.

The Headteacher may also permanently exclude a pupil in the most serious cases, or where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

14.2 Grounds for Suspension or Exclusion

The decision to suspend or exclude will be taken only:

- In response to a serious breach or persistent breaches of the school's behaviour policy, and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

Before deciding on suspension or exclusion, the school will consider whether the behaviour may be linked to unmet special educational needs, mental health issues, or safeguarding concerns. We will consider whether a pupil's SEN or disability has contributed to their misbehaviour and, if so, whether it is appropriate to sanction the pupil and whether any reasonable adjustments need to be made to the sanction. Punishing a pupil because of behaviour caused by their SEN or a mental health issue that amounts to a disability is considered discrimination under the Equality Act 2010.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and each case will be considered individually with a proportionate response.

Examples of behaviour that may warrant suspension or exclusion include:

Physical and verbal behaviour:

- Physical assault against a pupil or adult
- Verbal abuse or threatening behaviour against a pupil or adult

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)

Sexual misconduct:

- Sexual misconduct, sexual violence or sexual harassment
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)

Prohibited items and criminal behaviour:

- Possession or use of prohibited items (weapons, drugs, alcohol)
- Theft or vandalism

Recording, sharing and online behaviour:

- Using any recording device (including mobile phones or other technology) to record videos, audio or images of students, staff, or any area of the school without permission
- Sharing videos, audio files or images of students, staff, or any area of the school without permission, whether directly or through any means including social media
- Using social media or any online platform to share or upload videos, audio or images of students, staff, or any area of the school without permission
- Using social media or any online platform to post messages that are abusive, threatening, defamatory, or of a negative nature about the school, its staff, students, or which damage the reputation of the school or bring it into disrepute
- Online behaviour that constitutes cyberbullying, harassment, or intimidation of students or staff

Other serious behaviour:

- Persistent defiance or disruption that significantly interferes with the learning of others
- Any behaviour that poses a serious risk to the safety or wellbeing of pupils or staff

This is not an exhaustive list, and the Headteacher will use their professional judgement in deciding whether suspension or exclusion is appropriate. All decisions will be made on a case-by-case basis, taking into account the individual circumstances of the pupil, any safeguarding concerns, and the needs of the wider school community.

Where behaviour may indicate safeguarding concerns, these will be addressed as a priority, and appropriate support will be offered to the pupil before or alongside any disciplinary action.

14.3 Process for Suspension

When the Headteacher decides to suspend a pupil:

- Parents will be informed immediately, wherever possible by telephone, followed by a letter within one school day
- The letter will explain:
 - The reason for the suspension
 - The length of the suspension
 - Parents' right to make representations to the governing body
 - How any representations should be made
 - The date the pupil is expected to return to school
 - Any alternative education arrangements during the suspension
- The governing body will be informed of all suspensions
- For suspensions of more than 5 days, the school will arrange suitable full-time education from the sixth day
- A reintegration meeting will be held with the pupil and parents before the pupil returns to school

14.4 Process for Permanent Exclusion

When the Headteacher decides to permanently exclude a pupil:

- Parents will be informed immediately, wherever possible by telephone, followed by a letter within one school day
- The letter will explain:
 - The reason for the permanent exclusion
 - Parents' right to make representations to the governing body
 - How any representations should be made
 - Parents' right to request an independent review panel if they disagree with the decision
 - The date by which representations must be made
 - Contact details for sources of free and impartial information
- The governing body will be informed immediately
- The governing body will arrange a meeting to review the decision within 15 school days
- The school will arrange suitable full-time education from the sixth day of the exclusion

- The pupil's name will be removed from the school roll once all appeals processes have been completed

14.5 Pupils with SEND

When considering suspension or exclusion for a pupil with SEND, the Headteacher will:

- Consider whether the behaviour was a result of unmet educational or other needs
- Consider whether appropriate support was in place
- Ensure reasonable adjustments have been made
- Consider whether additional support or assessment is needed
- Consult with the SENCO and, where appropriate, external agencies

The school recognises that pupils with SEND are more likely to be suspended or excluded, and will take proactive steps to identify and address any unmet needs before behaviour escalates to this point.

14.6 Alternative Provision

When a pupil is suspended or excluded, the school will:

- Arrange suitable full-time education from the sixth day of any suspension or exclusion
- Monitor the pupil's attendance at alternative provision
- Maintain contact with the pupil and their family
- Work with the alternative provision to support the pupil's education and behaviour
- Conduct a risk assessment before the pupil returns to school

14.7 Reintegration

When a pupil returns to school following a suspension:

- A reintegration meeting will be held with the pupil, parents, and appropriate staff
- The meeting will discuss:
 - The reasons for the suspension
 - What support will be put in place to prevent further incidents
 - Expectations for behaviour going forward
 - Any changes to the pupil's timetable or support
- A behaviour support plan or pastoral support plan may be put in place
- The pupil will be monitored closely to ensure successful reintegration
- Follow-up meetings will be arranged as necessary

The school will take a supportive approach to reintegration, recognising that pupils may need additional help to successfully return to school.

14.8 Parents' Right to Make Representations

Parents have the right to make representations to the proprietors about any suspension or exclusion. The proprietors will:

- Consider any representations made by parents
- Consider the interests and circumstances of the suspended or excluded pupil
- Consider whether the Headteacher's decision was lawful, reasonable and procedurally fair
- Decide whether to uphold the suspension or exclusion, or direct reinstatement

For permanent exclusions, if the governing body upholds the decision, parents have the right to request an independent review panel.

15. Support for Pupils with SEND and Protected Characteristics

15.1 Legal Duties

The school has a duty under the Equality Act 2010 to:

- Not discriminate against pupils because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity
- Make reasonable adjustments for disabled pupils
- Take steps to meet the particular needs of pupils with protected characteristics

We also have duties under the Children and Families Act 2014 to support pupils with special educational needs and disabilities (SEND).

15.2 Reasonable Adjustments

We recognise that some pupils may need additional support or adjustments to help them meet our behaviour expectations. This might include pupils with:

- Special educational needs or disabilities
- Mental health difficulties
- Social, emotional or behavioural difficulties
- Communication difficulties
- Sensory impairments
- Medical conditions
- Experiences of trauma or adverse childhood experiences

For these pupils, we will:

- Work with parents, the SENCO lead and external agencies to understand the pupil's needs
- Make reasonable adjustments to our behaviour policy and practices
- Develop individual behaviour support plans or pastoral support plans
- Provide additional support, such as mentoring, counselling or small group work
- Consider environmental adjustments (e.g., quiet spaces, movement breaks, visual timetables)
- Ensure staff have appropriate training and support
- Monitor and review the effectiveness of support regularly

15.3 Maintaining High Expectations

While making reasonable adjustments, we will:

- Maintain high expectations for all pupils
- Not use SEND or protected characteristics as an excuse for poor behaviour
- Ensure adjustments are appropriate and proportionate
- Focus on teaching positive behaviour and building skills
- Work towards pupils being able to meet the same expectations as their peers

15.4 Avoiding Discrimination

We will ensure our behaviour policy and practices do not discriminate against pupils with protected characteristics by:

- Regularly reviewing behaviour data to identify any disproportionate impact on particular groups
- Taking action to address any disparities identified
- Ensuring sanctions are applied fairly and consistently
- Considering individual circumstances and needs when applying sanctions
- Providing training for staff on equality and unconscious bias
- Consulting with pupils and parents from different groups

15.5 Part-Time Timetables

In exceptional circumstances, a part-time timetable may be used to support a pupil. This will only be used:

- As part of a planned reintegration or support programme
- For a limited time with a clear end date
- With the agreement of parents
- With a clear plan for returning to full-time education
- Where it is in the best interests of the pupil

Part-time timetables will not be used as a sanction or to manage behaviour without appropriate support in place.

16. Recording, Monitoring and Review

16.1 Recording Behaviour Incidents

All behaviour incidents will be recorded promptly and accurately. Records will include:

- Date, time and location of the incident
- Names of pupils involved
- Description of the incident
- Action taken
- Staff member dealing with the incident
- Any follow-up required

Serious incidents will be recorded in more detail and may include witness statements.

16.2 Data Analysis

The school will regularly analyse behaviour data to:

- Identify patterns and trends
- Identify pupils who may need additional support
- Identify whether particular groups are disproportionately affected
- Evaluate the effectiveness of our behaviour strategies
- Identify training needs for staff
- Identify any environmental or systemic issues that may be contributing to poor behaviour

Behaviour data will be analysed by:

- Individual pupil
- Class or year group
- Type of incident
- Location and time of incidents
- Protected characteristics (to identify any discrimination)
- SEND status
- Disadvantaged pupils and other vulnerable groups

16.3 Monitoring by Senior Leaders

The Headteacher and senior leadership team will monitor behaviour by:

- Reviewing behaviour data regularly (at least half-termly)
- Conducting learning walks and observations
- Speaking to pupils and staff
- Reviewing behaviour records and incident logs
- Monitoring the use of rewards and sanctions
- Monitoring the use of isolation, suspension and exclusion
- Monitoring the use of restrictive physical intervention

16.4 Reporting to Governors

The Headteacher will provide regular reports to the governing body on:

- Overall behaviour and attitudes in school
- Behaviour data and trends
- Use of rewards and sanctions
- Suspensions and exclusions (including any patterns or disparities)
- Serious incidents
- Effectiveness of behaviour strategies
- Any changes needed to the behaviour policy

The governing body will review this information and challenge the Headteacher to ensure the behaviour policy is being implemented effectively and fairly.

16.5 Pupil and Parent Voice

The school will seek feedback from pupils and parents on behaviour and the school environment through:

- Pupil surveys and questionnaires
- School council meetings
- Parent surveys
- Individual conversations with pupils and parents

This feedback will be used to inform improvements to our behaviour policy and practices.

16.6 Review of Policy

This policy will be reviewed annually by the Headteacher and governing body. The review will consider:

- Effectiveness of the policy in promoting positive behaviour
- Feedback from staff, pupils and parents
- Behaviour data and trends
- Any changes to legislation or guidance
- Learning from incidents and complaints
- Best practice from other schools

The policy will be updated as necessary and any significant changes will be communicated to all stakeholders.

17. Staff Training

17.1 Induction

All new staff will receive training on the school's behaviour policy as part of their induction. This will include:

- The school's expectations and rules
- The rewards and sanctions system
- How to record behaviour incidents
- Strategies for promoting positive behaviour
- De-escalation techniques
- When and how to seek support from senior staff
- The school's policies on child-on-child abuse, bullying, and use of reasonable force
- Supporting pupils with SEND and making reasonable adjustments

17.2 Ongoing Training

All staff will receive regular training and updates on behaviour management, including:

- Refresher training on the behaviour policy (at least annually)
- Training on specific behaviour management strategies
- Training on supporting pupils with SEND or mental health difficulties
- Training on child-on-child abuse, sexual harassment and bullying
- Training on equality and avoiding discrimination
- Training on de-escalation and use of reasonable force (where appropriate)
- Training on trauma-informed practice
- Updates on changes to legislation or guidance

The Headteacher will identify training needs based on:

- The needs of pupils in the school
- Behaviour data and incident analysis
- Staff feedback and requests
- Observations of practice
- Changes to legislation or guidance

17.4 Support for Staff

The school will support staff in managing behaviour by:

- Providing clear policies and procedures
- Ensuring senior leaders are available to support staff
- Providing coaching and mentoring
- Sharing good practice within the school
- Providing time for staff to reflect on and improve their practice
- Addressing any concerns about behaviour management promptly
- Ensuring staff wellbeing is considered when dealing with challenging behaviour

18. Parental Engagement and Communication

18.1 Consultation

This behaviour policy has been developed in consultation with:

- Staff
- Pupils (through the school council)
- Parents (through surveys and parent forums)
- Governors

The policy was consulted on in July 2025 and approved by the proprietors in September 2025.

The school will consult with parents, pupils and staff when reviewing this policy to ensure it continues to meet the needs of our school community.

18.2 Communication with Parents

The school will communicate with parents about behaviour by:

- Providing a copy of the policy to parents on request (free of charge)
- Discussing behaviour expectations at parents' evenings and new parent meetings
- Sending home information about rewards and achievements
- Contacting parents promptly when there are concerns about behaviour
- Inviting parents to meetings to discuss behaviour concerns
- Providing regular updates on behaviour through reports and parents' evenings
- Seeking parents' views through surveys and feedback

Parents can access this policy:

- By requesting a paper copy from the school office
- By emailing office@eternallightschool.co.uk

18.3 Working in Partnership

We believe that good behaviour is best achieved through partnership between school and home. We expect parents to:

- Support the school's behaviour policy and expectations
- Discuss behaviour expectations with their child
- Attend meetings when requested
- Work with the school to address any behaviour concerns
- Inform the school of any changes at home that may affect their child's behaviour
- Encourage their child to take responsibility for their behaviour

We will support parents by:

- Communicating clearly about expectations and concerns
- Listening to parents' views and concerns
- Working together to find solutions
- Providing advice and strategies for managing behaviour at home
- Signposting to external support where appropriate
- Being consistent and fair in our approach

18.4 Complaints

If parents have concerns about how the behaviour policy has been applied, they should:

1. Speak to their child's class teacher or form tutor in the first instance
2. If the concern is not resolved, speak to the Head of Behaviour, Mr Feizal Patel
3. If the concern is still not resolved, speak to the Headteacher
4. If the concern remains unresolved, follow the school's complaints procedure

The school's complaints procedure is available on the school website or from the school office.

19. Links to Other Policies

This behaviour policy should be read in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Anti-Bullying Policy
- Online Safety Policy
- Acceptable Use of Technology Policy
- SEND Policy
- Equality and Diversity Policy
- Attendance Policy
- Uniform Policy
- Exclusions Policy
- Complaints Policy
- Staff Code of Conduct
- Physical Intervention Policy
- Searching and Confiscation Policy

All policies are available from the school office.

20: RESTRICTIVE INTERVENTIONS POLICY

20.1 Introduction and Purpose

Schools should implement measures for prevention and de-escalation, to help them reduce the need to use restrictive interventions. The Key Leaders This section sets out Eternal Light School's approach to the use of restrictive interventions, including reasonable force, seclusion, and restraint.

Your school has a legal duty to record and report each significant incident in which a member of staff uses any of the following on a pupil: reasonable force, seclusion, or restraint (with or without direct physical contact).

The Key Leaders

This policy emphasises that restrictive interventions should only be used as a last resort, when all other strategies have been exhausted, and that prevention and de-escalation are our primary approaches to managing challenging behaviour.

20.2 Legal Framework

This section is based on the following legislation and guidance:

- The DfE's guidance restrictive interventions, including use of reasonable force, in schools, which came into effect on 1 April 2026 The Key Leaders
 - Section 93 of the Education and Inspections Act 2006
 - Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies (DfE, 2013)
 - The Equality Act 2010
 - Keeping Children Safe in Education (September 2025)
 - The Special Educational Needs and Disability (SEND) Code of Practice (2015)
-

20.3 Key Definitions

20.3.1 Restrictive Intervention

A restrictive intervention is any action taken by a member of staff that restricts a pupil's movement, liberty or freedom to act independently. This includes:

- **Reasonable force:** The use of physical contact or physical intervention to control or restrain a pupil
- **Seclusion:** The deliberate isolation of a pupil away from other pupils, in a room or area, on their own, against their will
- **Restraint:** Physical contact to restrict a pupil's movement (with or without direct physical contact)

20.3.2 Reasonable Force

Reasonable force covers a broad range of actions that involve a degree of physical contact to control or restrain pupils. The force used must be:

- Reasonable in the circumstances
- Proportionate to the behaviour or consequences it is intended to prevent
- Used for the minimum time necessary
- In the best interests of the pupil and others

20.3.3 Seclusion

Seclusion is the deliberate isolation of a pupil away from other pupils. At Eternal Light School, we do not use seclusion as a behaviour management strategy. If a pupil needs time away from others to calm down, this will be done with appropriate staff supervision and support, and will not constitute seclusion.

20.3.4 Restraint

Restraint involves the use of physical contact to restrict a pupil's movement. This can be:

- **With direct physical contact:** Holding, guiding, or physically preventing movement
 - **Without direct physical contact:** Blocking a pupil's path or physically interposing between pupils
-

20.4 When Restrictive Interventions May Be Used

Restrictive interventions, including reasonable force, may only be used when:

- A pupil is at immediate risk of harming themselves
- A pupil is at immediate risk of harming others
- A pupil's behaviour poses an immediate risk of significant damage to property
- A pupil's behaviour is seriously disrupting good order and discipline
- It is necessary to prevent a pupil from committing a criminal offence

Restrictive interventions should only be used:

- As a **last resort**, when all other strategies have been exhausted
 - When the benefits clearly outweigh the risks
 - When staff have a reasonable belief that not intervening would result in greater harm
 - For the **minimum time necessary** to resolve the situation
 - In a manner that is **reasonable and proportionate** to the circumstances
-

20.5 Prevention and Minimising the Need for Restrictive Interventions

Your school should have a policy on the use of restrictive interventions, including the use of reasonable force and seclusion. Your policy should emphasise the importance of minimising the need to use restrictive interventions, and set out your whole-school measures as well as tailored approaches for individual pupils. The Key Leaders

20.5.1 Whole-School Preventative Approaches

We will minimise the need for restrictive interventions by:

Identifying Behaviour Hotspots and Patterns

Gather data about locations and times of behaviour issues over a set time period, e.g. using incident reports from your school's management information system (MIS). You can use this data to: map out hotspots for behaviour issues across the school and identify times of day when behaviour issues are more likely to happen. Then you can deploy staff in key areas, and make sure enough staff are present and on duty at key times. The Key Leaders

Creating a Supportive Environment

Think about which parts of the school environment or routines could lead to pupils being 'overloaded' with sensory information. Examples of sensory triggers and adjustments you could make include:

- Loud school bells – reduce how often they're used (e.g. just at the start and end of the day)
 - Busy areas at certain times – try staggered transition times for different classes/year groups
 - Tight corridors – implement a 1-way system around school
 - Cluttered classrooms – keep them tidy and well-organised, with a designated 'quiet' zone
- The Key Leaders

Building Positive Relationships

As a school, make sure you're prioritising positive relationships between pupils, and between pupils and staff. Use your behaviour policy to set out how you encourage and promote good behaviour and respect for others. Work with teachers and your SLT (and other staff where appropriate, such as your pastoral lead or SENCO) when determining class structures and timetables. This can help you pre-empt potential conflicts between particular pupils, or pupils and certain staff members, and prevent them from happening. The Key Leaders

20.5.2 Individual Pupil Support

Trusted Adults

Make sure that pupils with a behaviour plan or specific behavioural needs have a 'trusted adult', to act as a regular point of contact. If possible aim for at least 2 'trusted adults', so there's always someone available for that pupil to speak to. A 'trusted adult' should:

- Be someone the pupil feels comfortable talking to – agree who is a 'trusted adult' with the pupil, and their parents/carers, when developing or reviewing a behaviour plan
 - Get to know the pupil and their family
 - Check-in 'actively' with the pupil, as often as needed
 - Provide a 'safe space' for the pupil to raise any issues, free from judgement or expectation
- The Key Leaders

Discuss with the pupil and their parents/carers which member(s) of staff are appointed to handle the pupil, if restrictive interventions are needed. These may be the same as, or different from their 'trusted adults'. The Key Leaders

Recognising Early Warning Signs

Pupils might initially show subtle signs of stress, such as:

- Being more distracted than usual
- Fidgeting more than usual
- Small changes in work quality

They might become jumpy, or react to small problems or challenges with strong emotions. They may also start to avoid participating in activities, through challenges, verbal stalling or shutting down. The Key Leaders

20.5.3 De-escalation Techniques

Effective communication is a de-escalation technique that can stop a challenging situation from getting worse and help to restore calm. It can also develop staff-pupil relationships and trust. Encourage all staff to have early conversations with a pupil who is showing signs of distress, to aid de-escalation and reduce tension. They should find a quiet space to talk to the pupil, away from distractions, and always use:

- A warm, calm tone of voice
 - Open body language (but respect the pupil's personal space and boundaries), and 'neutral' facial expressions
 - Empathy – ask the pupil to help you understand their feelings
- The Key Leaders

Giving Pupils Opportunities to Self-Regulate

You should give pupils the chance to correct their behaviour, before a restrictive intervention is taken. Offer a way to do this easily, for example: "I can see you're frustrated. Would you like to take 2 minutes in the 'cool zone', or help me hand out these books?"

Give them a short period of time to process and follow an instruction, rather than expecting them to respond straight away. In that time, try to avoid repeating the instruction or taking any other action, but you might calmly remind the pupil of the consequences of their behaviour.

Remind pupils of any quiet or low-stimulus zone they can access, if they need to. This might be a calming space

in the classroom, or another staffed area outside their classroom, such as the school library or designated quiet hub. The Key Leaders

20.5.4 Managing High-Risk Situations

Although you should make sure all staff are aware of situations where restrictive interventions may be required, you may decide that only certain members of staff should take these actions (unless it's unavoidable). You might also ask staff to alert a pupil's trusted adult(s) to intervene in any high-risk situation. If managing a high-risk situation, wherever possible, additional staff should be present to:

- Witness any handling of the child
- Make sure the child is safe

Before handling the pupil, warn them of what you're going to do. Offer them the chance to avoid the use of restrictive intervention by stopping the behaviour.

In some situations (e.g. if 2 pupils are fighting), consider using a sudden distraction, such as blowing a whistle, to quickly disrupt the behaviour. Stay calm, and don't react to any abusive or highly-emotional language from the pupil. The Key Leaders

20.6 How to Use Reasonable Force Safely and Lawfully

20.6.1 Principles of Safe Practice

When reasonable force must be used, staff must:

Do:

- Use the least amount of force that's necessary, for no longer than is necessary
- Release your hold on the pupil as soon as it is safe to do so
- If a pupil is unintentionally held on the ground, release or re-position them as quickly as possible The Key Leaders

Staff must:

- Always prioritise the safety and dignity of the pupil
- Use the minimum force necessary to achieve the desired outcome
- Maintain the force for the minimum time necessary
- Avoid causing pain or injury wherever possible
- Be aware of the pupil's medical conditions, SEND, or other vulnerabilities
- Continuously assess the situation and adjust their approach as needed
- Release the pupil as soon as it is safe to do so

20.6.2 What Is NOT Permitted

Corporal punishment is not condoned at Eternal Light and is strictly prohibited under all circumstances.

Staff must not:

- Use force as a punishment – it is always unlawful to use force as a punishment
- Use any techniques that restrict breathing or blood flow
- Use the following techniques which have been identified as presenting an unacceptable risk:
 - The 'seated double embrace' which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing
 - The 'double basket-hold' which involves holding a person's arms across their chest
 - The 'nose distraction technique' which involves a sharp upward jab under the nose
- Use force in anger or frustration
- Involve other pupils in restraining a peer
- Restrict a pupil's ability to breathe or speak
- Use pressure points or pain compliance techniques
- Hold a pupil face down on the ground for any extended period

20.6.3 Types of Reasonable Force

Reasonable force may include:

- **Passive physical contact:** Standing between pupils or blocking a pupil's path
- **Active physical contact:** Leading a pupil by the hand or arm, or ushering them away by placing a hand in the centre of their back
- **Restrictive physical intervention:** In more extreme circumstances, using more restrictive holds to prevent a pupil from harming themselves or others

The type and degree of force used must always be proportionate to the circumstances and the seriousness of the behaviour or consequences it is intended to prevent.

20.7 Recording Restrictive Interventions

Your school has a legal duty to record and report each significant incident in which a member of staff uses any of the following on a pupil: reasonable force, seclusion, or restraint (with or without direct physical contact).

The Key Leaders

20.7.1 Who Must Record

The staff member(s) who used the restrictive intervention should internally record the incident in writing, as soon as possible after the event. They should endeavour to do this no later than the same day. The Key Leaders

20.7.2 What Must Be Recorded

As a minimum, staff should record the following details:

- The names of the pupil and staff directly involved
- Any relevant needs or circumstances of the pupil, including if they have an identified special educational need or disability, and their SEN status code
- The time, date, location and approximate duration of the intervention
- A brief account of why the staff member assessed that it was necessary to use the intervention
- Details of any physical injuries (sustained by pupils and/or staff)
- Any support provided after the incident, including any medical treatment for injuries

If force was used, they should also include:

- What led up to it and any known or potential triggers
- Any preventative or de-escalation strategies used
- A description of the type and degree of reasonable force used (e.g. "A firm hold on the pupil's arm")
- A brief account of why the staff member assessed that it was necessary to use force

The Key Leaders
Any injuries should also be recorded using the process set out in your health and safety policy, and reported to the Health and Safety Executive (HSE) where appropriate. The Key Leaders

If different types of restrictive intervention were used in 1 incident, e.g. both reasonable force and seclusion, you don't need to record these separately. You should cover everything in the same written record.

If restrictive interventions were used on more than 1 pupil, create a separate written record for each pupil.

The Key Leaders

20.7.3 How to Record

Staff should use **Appendix H: Restrictive Intervention Internal Record Form** (see end of this section) to record all incidents.

Once each staff member involved has created a written internal record they should:

1. Share it with the senior leader with responsibility for reporting to parents (the Headteacher or Designated Safeguarding Lead)
2. Save the internal record, and/or log the intervention using internal systems

The Key Leaders
All completed internal records will be stored securely in the school office in a dedicated restrictive interventions file, and logged on our management information system (MCAS).

20.8 Reporting to Parents

You must report to parents as soon as possible – you should endeavour to do this no later than the same day. This is a requirement, even if the use of restrictive interventions in certain circumstances has been agreed with parents, as part of a pupil's behaviour support plan. The Key Leaders

20.8.1 What to Report for Incidents Involving Force

When reporting to parents, you'll want to focus on how staff were doing what they needed to do to keep their child and others safe in the moment, and highlight the policy and procedures that were followed. You might want to include a link to your school's restrictive interventions policy, or attach a copy.

Keeping data protection in mind, you shouldn't share any identifying details of any other pupil, such as their name.

For significant incidents involving force you must report to parents in writing. As a minimum you should include:

- The time, date, location and approximate duration of the intervention
- A brief explanation of why the intervention was assessed as necessary in that situation
- A short description of the type and degree of force that was used
- Details of any physical injuries sustained, if applicable

You don't need to include:

- The name(s) of the staff member(s) involved
- What led up to the incident, any known triggers and preventative or de-escalation strategies used

However, you can choose to include these details if you wish. The Key Leaders

20.8.2 What to Report for Seclusion and Restraint Incidents

For seclusion incidents and restraint incidents you must inform parents after the incident, but the guidance doesn't specify that this must be in writing. Additionally, the school must have a procedure for providing information about the incident in writing to parents. The Key Leaders

20.8.3 Exceptions to Reporting

You don't have to report an incident to parents if: telling the parents would likely result in serious harm to the pupil. In these cases, you must report it to any parent(s) it can be reported to without resulting in significant harm or, if there are none, to the local authority (LA) where the pupil ordinarily lives. The pupil is 20 years old or older. The Key Leaders

20.9 Meeting with Parents

Following an incident, invite parents into school to discuss it, as part of the debriefing process. This doesn't need to be on the same day, but it should be soon after the incident. The Key Leaders

20.9.1 Who Should Attend

As well as the pupil's parents, this meeting should ideally be attended by:

- A senior leader – ideally, the person responsible for reporting to parents (Headteacher or DSL)
- The staff member(s) involved, if appropriate (if they'd like to attend and/or you think they should)

Make sure the meeting is accessible to parents by offering additional support if needed, such as an interpreter for parents who use English as an additional language.

In some circumstances, the pupil may also be invited to attend.

20.9.2 What to Discuss

You could discuss:

- What happened, in more detail. Ask: do they understand everything that was initially communicated to them, and do they have any questions?
- Were there any behavioural triggers or warning signs of an incident?
- Whether any agreed behaviour support plans were followed
- What de-escalation strategies were used, and how effective they were
- What might be done differently in the future, and what you could do as a school to make this happen (e.g. training for staff on de-escalation techniques)
- Follow-up conversations that have taken place (or will take place) between the staff member(s) and pupil involved, to facilitate reflection, learning and to support wellbeing

You can use this information to review and/or update any existing behaviour support plans, as needed. The Key Leaders

20.9.3 If Parents Have Concerns

Learning that a restrictive intervention was used on their child can be difficult for any parent. Listen to their concerns, take on board their feedback and empathise with their point of view. Be open to hearing what you could have done differently.

You should deal with any concerns or complaints about restrictive interventions by following your school's usual complaints procedure. The Key Leaders

If a parent makes an allegation about a member of staff and their use of restrictive interventions, your school should follow the procedures set out in Keeping Children Safe in Education (KCSIE). This includes in relation to the suspension of staff. The Key Leaders

20.10 Post-Incident Support and Review

20.10.1 Immediate Support

After a restrictive intervention, the pupil and staff member(s) should be medically assessed (if appropriate) and any injury treated and recorded. The Key Leaders

Following any incident involving restrictive intervention:

- The pupil should be given time and space to calm down
- The pupil's wellbeing should be checked by a trusted adult
- Any injuries should be treated and recorded in line with our health and safety policy
- Staff involved should be given time to debrief and recover
- The Headteacher or DSL should be informed immediately

20.10.2 Restorative Meetings

Set up a restorative meeting with the pupil(s) and staff member(s) involved, to repair and rebuild the relationship between them. These should take place in a quiet, 'neutral' room 1 or 2 days after the incident, where possible. If you're taking a pupil out of class, avoid taking them out of core subjects and/or their favourite subjects.

Have the meeting facilitated, e.g. by a staff member who wasn't involved in the incident. If appropriate, offer the pupil the opportunity to have an additional support person present if they wish (such as their 'trusted adult'). The Key Leaders

If 2 or more pupils were involved, begin by scheduling individual meetings between each pupil and the staff member(s) involved, with a neutral facilitator and the pupil's additional support person, if they have one.

(Note: it might be best to have the same facilitator for each meeting, so they're aware of the incident from all sides). Once specific issues have been addressed for each pupil, bring both/all pupils together for 1 meeting.

The Key Leaders

20.10.3 Learning and Prevention

Use the follow-up meeting to help you minimise the use of restrictive interventions. Discuss what (if anything) could have been done differently, and how the pupil(s) and staff member(s) might respond to a similar incident. You can use this insight to understand how to avoid using restrictive interventions in the future, e.g. by introducing a behaviour plan, or by reviewing an existing one. The Key Leaders

Work with individual pupils to identify underlying causes of the behaviour, and update their behaviour plan and risk assessment accordingly. The Key Leaders

20.11 Reporting to Governors

Your governing board has 2 key jobs:

1. To regularly review and interrogate data on restrictive interventions, to improve policies and practice
2. To make sure you're complying with your procedures and your legal duties for recording and reporting restrictive interventions The Key Leaders

20.11.1 What to Report

You don't need to share every record with your governors, but you should regularly share headline data on restrictive interventions. For example, at your termly governing board meeting you might share:

- The number of incidents involving restrictive interventions
- What kinds of restrictive interventions were used
- Any patterns or trends you've spotted and what you're doing to address them The Key Leaders

If we have a small number of incidents, we will share an anonymised summary of what happened and what we learnt from each incident. If we have a higher number we will look for general themes, trends and learnings and report these to governors.

20.11.2 Governor Scrutiny

You should expect your governors to ask questions about your data. Be ready to have challenging conversations about how you:

- Can improve policies and practices, if/when current approaches aren't working
- Identify training needs to support staff
- Understand pupils' patterns and triggers, share this with staff and parents, and review or create behaviour support plans
- Check for and address any disproportionate use of restrictive interventions for pupils with SEN, protected characteristics, or other vulnerabilities

Governors might ask to see records or ask about how the process set out in your policy is being followed. You should share records with them if asked. The Key Leaders

20.12 Staff Training and Support

20.12.1 Training Requirements

It's up to leaders to make decisions on staff training, based on your school's individual context and needs. Staff who are also likely to need to use reasonable force should be trained in how to use it safely and lawfully, and in prevention strategies. The Key Leaders

All staff will receive training on:

- The school's restrictive interventions policy
- How to recognise early warning signs of distress in pupils
- De-escalation techniques and positive behaviour management strategies
- When and how restrictive interventions may be used
- How to record and report restrictive interventions
- Post-incident support and restorative approaches

Staff who are likely to need to use restrictive interventions will receive additional specialist training in:

- Safe use of physical intervention techniques
- Risk assessment and management
- Understanding the impact of trauma and SEND on behaviour
- Working with pupils with specific needs

20.12.2 Training Resources

Use this presentation to train your staff on their responsibilities under the DfE's new guidance on restrictive interventions, including reasonable force and seclusion, effective from 1 April 2026. The training slides are adaptable so you can personalise them to your school's context. You'll cover:

- What restrictive interventions are, including reasonable force and seclusion

- What to consider before using restrictive interventions
- How to use restrictive interventions safely and lawfully, if staff need to use them
- Staff's roles and responsibilities, including your school's recording and reporting requirements
- How to use preventative strategies and de-escalation techniques effectively

This briefing can be delivered by your designated safeguarding lead, headteacher, special educational needs co-ordinator or another member of your senior leadership team. The training should take around 1 hour 15 minutes to deliver. The Key Leaders

20.12.3 Ongoing Support

The school will support staff by:

- Ensuring senior leaders are available to provide immediate support during incidents
- Providing opportunities for staff to debrief after incidents
- Offering coaching and mentoring on behaviour management
- Monitoring staff wellbeing and providing access to support services where needed
- Regularly reviewing and updating training based on incident analysis

20.13 Special Considerations for Pupils with SEND

We recognise that pupils with SEND may be more likely to require restrictive interventions due to their specific needs and vulnerabilities.

For pupils with SEND, we will:

- Include clear strategies for managing behaviour in their Education, Health and Care Plans (EHCPs) or behaviour support plans
- Work closely with parents, the SENCO, and external agencies to understand triggers and develop appropriate responses
- Make reasonable adjustments to our approach as required under the Equality Act 2010
- Ensure staff working with these pupils have appropriate training and support
- Consider whether additional resources or specialist support is needed
- Regularly review and update behaviour support plans in light of any incidents
- Monitor data to ensure restrictive interventions are not being used disproportionately on pupils with SEND

We will never use a pupil's SEND as a reason to lower our expectations for behaviour, but we will make appropriate adjustments to help them meet those expectations.

20.14 Monitoring and Review

20.14.1 Data Analysis

The Headteacher and senior leadership team will regularly analyse data on restrictive interventions to:

- Identify patterns and trends
- Identify pupils who may need additional support
- Identify whether particular groups are disproportionately affected
- Evaluate the effectiveness of our preventative strategies
- Identify training needs for staff
- Identify any environmental or systemic issues

Data will be analysed by:

- Individual pupil
- Type of intervention used
- Location and time of incidents
- Protected characteristics (to identify any discrimination)
- SEND status
- Staff members involved

20.14.2 Policy Review

This section of the policy will be reviewed annually as part of the overall behaviour policy review. The review will consider:

- Effectiveness of preventative strategies
- Frequency and nature of incidents
- Feedback from staff, pupils and parents
- Any changes to legislation or guidance
- Learning from incidents
- Best practice from other schools

Any significant changes will be communicated to all stakeholders.

20.15 Links to Other Policies

This restrictive interventions policy should be read in conjunction with:

- Section 13: Use of Reasonable Force and Restrictive Physical Intervention (this policy)
- Child Protection and Safeguarding Policy
- SEND Policy
- Equality and Diversity Policy
- Health and Safety Policy
- First Aid Policy
- Staff Code of Conduct
- Complaints Policy

Appendix A: Behaviour Expectations Summary for Pupils

At Eternal Light School, we expect all pupils to:

Be Calm

- Move around school quietly and sensibly
- Follow instructions the first time
- Keep hands, feet and objects to yourself
- Use calm voices inside the building

Be Caring

- Treat everyone with respect and kindness
- Use polite language
- Help others when they need it
- Think about how your actions affect others
- Report bullying or unkind behaviour

Be Considerate

- Arrive on time and be prepared for learning
- Listen when others are speaking
- Take care of school property and the environment
- Follow the school rules
- Respect differences and be inclusive

Online and on Mobile Devices

- Do not use mobile phones during the school day without permission
- Be respectful and kind online
- Do not share images or information about others without permission
- Report any concerns about online behaviour
- Follow the school's acceptable use policy

Remember:

- We all make mistakes – what matters is how we put them right
 - If you're struggling, talk to a trusted adult
 - We're here to help you succeed
-

Appendix B: Summary of Sanctions

Behaviour	Possible Sanction
Low-level disruption (first instance)	Verbal warning and reminder
Low-level disruption (second instance)	Planner removed as warning
Low-level disruption (third instance)	'B' recorded in planner
5 'B's in one week	Tutor Report for 5 days
Failed Tutor Report	One day isolation with supervision
Repeat of above sequence	Suspension and parental meeting
Lack of equipment/homework	Note in planner, parents contacted, after-school detention
Persistent lack of equipment/homework	After school detention
Non-compliant uniform/hairstyle	Parents contacted to rectify immediately, after-school detention
Minor breach of school rules	Break or lunchtime detention
Persistent low-level disruption	After school detention, tutor report, after-school detention
Defiance or disrespect to staff	Senior staff involvement, detention, possible isolation and/or after-school detention
Fighting or physical aggression	Isolation, suspension, possible exclusion
Bullying (including cyberbullying)	Investigation, sanctions ranging from detention to suspension depending on severity
Discriminatory or prejudice-based behaviour	Senior staff involvement, sanctions up to and including suspension
Child-on-child abuse	Safeguarding referral, investigation, sanctions up to and including permanent exclusion
Sexual harassment or violence	Safeguarding referral, police involvement where appropriate, likely suspension or permanent exclusion
Theft or vandalism	Restitution, detention, suspension or exclusion depending on severity
Damage to school property	Permanent exclusion
Possession of prohibited items	Confiscation, parents contacted, likely suspension or exclusion
Bringing school into disrepute	Investigation, sanctions up to and including permanent exclusion
Persistent breaches of behaviour policy	Escalating sanctions, possible permanent exclusion

Note: This is a guide only. The actual sanction will depend on the individual circumstances, the pupil's behaviour record, any SEND or other needs, and the professional judgement of staff. The school will always consider whether additional support is needed rather than, or alongside, sanctions.

Appendix C: Behaviour Support Plan Template

Pupil Name: _____ **Year Group:** _____ **Date:** _____

Staff Involved: _____

Reason for Plan:

Triggers for Difficult Behaviour:

- _____
- _____
- _____

Early Warning Signs:

- _____
- _____
- _____

Strategies to Prevent Escalation:

- _____
- _____
- _____

De-escalation Techniques That Work:

- _____
- _____
- _____

Reasonable Adjustments/Support in Place:

- _____
- _____
- _____

Rewards/Motivators:

- _____
- _____

What to Avoid (things that make behaviour worse):

- _____
- _____

When to Seek Additional Support:

- _____
- _____

Emergency Procedures (if behaviour escalates to crisis point):

- _____
- _____

Review Date: _____ **Signed:** _____
Pupil: _____ **Parent:** _____ **Staff:** _____

Appendix D: Reintegration Meeting Template

Pupil Name: _____ **Year Group:** _____ **Date:** _____

Attendees:

- Pupil: _____
- Parent/Carer: _____
- Staff: _____

Reason for Suspension/Isolation:

Discussion Points:

1. What happened? (Pupil's account)

2. Impact of behaviour:

- On the pupil themselves: _____
- On other pupils: _____
- On staff: _____
- On learning: _____

3. What could have been done differently?

4. Support needed to prevent recurrence:

5. Targets for improvement:

- _____
- _____
- _____

6. Support to be put in place:

- _____
- _____
- _____

7. Monitoring arrangements:

- Report card: Yes / No Duration: _____
- Check-ins with: _____ Frequency: _____
- Review meeting date: _____

8. Consequences if behaviour does not improve:

9. Next steps:

- _____
- _____

Pupil's commitment: I understand what is expected of me and I am committed to improving my behaviour.

Signed (Pupil): _____ Date: _____

Parent's commitment: I will support my child and the school in ensuring behaviour improves.

Signed (Parent): _____ Date: _____

School's commitment: We will provide the support outlined above and work in partnership with the pupil and family.

Signed (Staff): _____ Date: _____

Review Date: _____

Appendix E: Behaviour Incident Report Form

Date of Incident: _____ **Time:** _____ **Location:** _____
Reported by: _____ **Role:** _____

Pupil(s) Involved:

Name Year Group Role (victim/perpetrator/witness)

Type of Incident: (tick all that apply)

- Physical aggression
- Verbal abuse
- Bullying
- Cyberbullying
- Discriminatory behaviour
- Sexual harassment/violence
- Child-on-child abuse
- Defiance/disrespect to staff
- Disruption to learning
- Theft
- Vandalism
- Other: _____

Description of Incident:

Witnesses:

Immediate Action Taken:

Injuries/First Aid Required:

Parents Contacted: Yes / No **Date/Time:** _____ **By whom:** _____

Safeguarding Concern: Yes / No **DSL Informed:** Yes / No **Date/Time:** _____

Sanction Applied:

Follow-up Required:

Additional Support Needed:

Signed: _____ **Date:** _____

Senior Staff Review:

Reviewed by: _____ **Date:** _____

Additional action taken:

Signed: _____

Appendix F: Use of Reasonable Force Incident Report

This form must be completed whenever reasonable force or restrictive physical intervention is used

Date of Incident: _____ Time: _____ Location: _____

Pupil Name: _____ Year Group: _____ Date of Birth: _____

Staff Involved:

1. _____ (Role: _____)
2. _____ (Role: _____)
3. _____ (Role: _____)

Witnesses:

Circumstances Leading to Use of Force:

De-escalation Strategies Attempted:

- _____
- _____
- _____

Why Force Was Necessary:

- To prevent injury to the pupil
- To prevent injury to another pupil or staff member
- To prevent serious damage to property
- To prevent a serious breach of discipline
- Other: _____

Type of Force Used:

- Physical interposition between pupils
- Blocking pupil's path
- Holding/leading by hand, arm or shoulder
- Restrictive hold (specify type): _____
- Other (specify): _____

Duration of Physical Intervention: _____ minutes

Outcome:

Injuries:

- To pupil: Yes / No Details: _____
- To staff: Yes / No Details: _____
- First aid given: Yes / No By whom: _____

Parents Informed: Yes / No **Date/Time:** _____ **By whom:** _____ **Method:** Phone / Letter / Meeting

Pupil's Account of Incident:

Follow-up Actions:

Support Needed to Prevent Future Incidents:

Signed (Staff Member): _____ **Date:** _____

Headteacher Review: Reviewed by: _____ **Date:** _____

Was the use of force reasonable and proportionate? Yes / No

Comments:

Actions to prevent future incidents:

Signed (Headteacher): _____ **Date:** _____

Appendix G: Useful Contacts and Resources

Internal Contacts

Headteacher: Mr Yusuf Collector

Email: y.collector@eternallightschool.co.uk

Telephone: 01274 501597

Designated Safeguarding Lead (DSL): Mr Hassan Khan

Email: hassan.khan@eternallightschool.co.uk

Telephone: 01274 501597

Deputy DSL: Mr M A Shah

Email: a.shah@eternallightschool.co.uk

Telephone: 01274 501597

SENCO LEAD: Mr Hassan Khan

Email: hassan.khan@eternallightschool.co.uk

Telephone: 01274 501597

Pastoral Lead: Mr Nasir Khan

Email: n.khan@eternallightschool.co.uk

Telephone: 01274 501597

External Support and Resources

Local Authority Designated Officer (LADO):

Frank Hand & Dawn Holt

Phone: 01274 434339

Email: frank.hand@bradford.gov.uk

dawn.holt@bradford.gov.uk

Children's Social Care:

Phone: 01274 433999

Out of hours: 01274 431010

Educational Psychology Service:

Phone: 01274 439444

E: educationpsychologyteam@bradford.gov.uk

CAMHS (Child and Adolescent Mental Health Services):

Phone: 01274723241

Website: [Click Here](#)

Police (non-emergency): 101

Police (emergency): 999

Anti-Bullying Alliance:

Website: www.anti-bullyingalliance.org.uk

Childline:

Phone: 0800 1111

Website: www.childline.org.uk

NSPCC:

Phone: 0808 800 5000

Website: www.nspcc.org.uk

Young Minds (Mental Health Support):

Parent Helpline: 0808 802 5544

Website: www.youngminds.org.uk

Internet Watch Foundation (Report harmful online content):

Website: www.iwf.org.uk

Report Remove (For under 18s to report nude images):

Website: www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/report-remove/

CEOP (Child Exploitation and Online Protection):

Website: www.ceop.police.uk/safety-centre/

Kidscape (Anti-bullying charity):

Phone: 020 7730 3300

Website: www.kidscape.org.uk

The Samaritans:

Phone: 116 123 (24 hours)

Website: www.samaritans.org

APPENDIX H: Restrictive Intervention Internal Record Form

This form must be completed whenever a restrictive intervention (including reasonable force, seclusion, or restraint) is used on a pupil

Date of Incident: _____ Time: _____ Location: _____
Pupil Name: _____ Year Group: _____ Date of Birth: _____
Does the pupil have an identified SEND? Yes / No
If yes, SEN status code: _____

STAFF INVOLVED

Staff member(s) who used the restrictive intervention:

1. _____ (Role: _____)
2. _____ (Role: _____)
3. _____ (Role: _____)

Other staff present (witnesses):

1. _____ (Role: _____)
2. _____ (Role: _____)

TYPE OF RESTRICTIVE INTERVENTION USED (tick all that apply)

Reasonable force (physical contact to control or restrain) Seclusion (deliberate isolation away from other pupils) Restraint with direct physical contact Restraint without direct physical contact (e.g. blocking path)

CIRCUMSTANCES LEADING TO THE INTERVENTION

What happened immediately before the intervention was used?

What were the known or potential triggers?

PREVENTATIVE AND DE-ESCALATION STRATEGIES USED

What strategies were attempted before using the restrictive intervention?

Verbal de-escalation Distraction techniques Offering choices Removing other pupils from the area
 Giving the pupil time and space Calling for additional staff support Other (please specify): _____

Why were these strategies not successful?

WHY THE INTERVENTION WAS NECESSARY

Why did you assess that it was necessary to use a restrictive intervention? (tick all that apply)

To prevent injury to the pupil To prevent injury to another pupil or staff member To prevent serious damage to property To prevent a serious breach of discipline To prevent the pupil from leaving a safe area Other (please specify): _____

Please provide a brief account:

DESCRIPTION OF THE INTERVENTION USED

If force was used, describe the type and degree of force:

(e.g. "A firm hold on the pupil's arm", "Guiding the pupil by the shoulders", "Holding the pupil's wrists to prevent hitting")

Approximate duration of the intervention: _____ minutes

OUTCOME

How did the situation resolve?

Was the pupil able to calm down? Yes / No
If no, what additional support was provided?

INJURIES

Were there any injuries to the pupil? Yes / No
If yes, please describe:

Were there any injuries to staff? Yes / No
If yes, please describe:

Was first aid given? Yes / No

If yes, by whom: _____

Has this been recorded in the accident/first aid log? Yes / No

Does this need to be reported to the HSE under RIDDOR? Yes / No / Unsure

SUPPORT PROVIDED AFTER THE INCIDENT

What support was provided to the pupil after the incident?

Time to calm down in a quiet space Conversation with trusted adult Medical treatment Contact with parents Other (please specify): _____

What support was provided to staff after the incident?

Debrief with senior leader Time to recover Medical treatment Other (please specify): _____

FOLLOW-UP ACTIONS REQUIRED

Update behaviour support plan Risk assessment review Meeting with parents Restorative meeting with pupil Additional staff training needed Referral to external agencies Other (please specify): _____

STAFF MEMBER'S SIGNATURE

I confirm that this is an accurate record of the incident.

Signed: _____ Date: _____

Name (print): _____

SENIOR LEADER REVIEW

Reviewed by: _____ Role: _____ Date: _____

**Was the use of restrictive

Policy Review and Approval

This policy was consulted on: 02/09/2025

Consultation involved:

- Staff meeting on 02/09/2025
- Parent survey conducted 09/07/2025
- School council discussion on 13/07/2025
- Proprietor review on 20/07/2025

This policy was approved by the Proprietors on: 21/07/2025

Signed (Chair of Proprietors): *F. Patel*

Date: 03/09/2025

Signed (Headteacher): *M. Collector*

Date: 03/09/2025

This policy will be reviewed on: 02/09/2026

This policy is available in paper form from the school office free of charge.
